

CONTRIBUTION OF PROFESSIONAL COMPETENCE AND SUPERVISION TOWARD VOCATIONAL HIGH SCHOOL TEACHERS' PERFORMANCE IN LIMA PULUH KOTA DISTRICT

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ABSTRACT

The research objectives were to assess: 1) How big the contribution of professional competence toward the teachers' performance was. 2) How big the contribution of the implementation of the supervision toward the teacher's performance was. 3) How big the contribution of professional competence and the jointly supervised implementation toward the teachers' performance in Lima Puluh Kota District was. The type of this research is correlational quantitative research design. This research was conducted at the existing Vocational High Schools in Lima Puluh Kota District (henceforth: VHS in LPK District), on all civil servant teachers at the schools during 2011/2012 school year. The study population was all the teachers of the schools that were actively teaching from July to December 2011 with the total of 97 people. The collection of samples in this study used stratified random sampling technique. The data were collected at VHS in LPK District done by directly seeing the respondents during office hours at the teacher's room. The data were analyzed using statistical techniques of correlation and regression used to test the hypothesis. Based on the results of analysis, professional competence contributed to the teachers' performance with the number of 41.6%. This means that the professional competence contributed to teachers' performance. The implementation of supervision contributed the teachers' performance with the number of 12.9%. Since the implementation of the Supervision contributed significantly to teachers' performance, it means that the higher the implementation of supervision is, the better the performance of teachers in performing their duties will be. In conclusion, the professional competence and the implementation of Supervision jointly contributed to the teachers' performance of 47.3%. This means that in order to improve teachers' performance, there should be an effort to increase the profesional competence and the good implementation of supervision by supervisors or head masters.

Keywords: professional competence, supervision, teachers' performance

INTRODUCTION

The development of science and technology has brought a change in almost every aspect of human life where the problem can only be solved with the efforts to master and improve science and technology. Besides the benefits for human life, on one side, these changes also bring people into the era of global competition. Improving the quality of human resources is a reality that must be done in a planned, focused, intensive, effective, and efficient way in the development process. Unless, one wants the nation to lose competitiveness in order to undergo globalization. To produce quality human resources, which are able to sit parallel and compete with developed countries, professional teachers and educational staffs are highly required as a major parameter of the successfulness of education. They need to be nurtured, empowered and given a proper appreciation according to the task in hand. Mulyasa (2007), revealed that the quality of education which is assessed from learners' learning achievement is determined by teachers, that is 34% in developing countries, and 36% in the industrialized countries. Mulyasa (2007: 9), states that almost all educational reform efforts depend on teachers. Without the mastery of materials and learning strategy, and without being able to encourage their students to study in earnest, all efforts to improve education quality would not reach its maximum results.

Teacher is a profession that is always required to promote professionalism in performing their duties at school. Profession is essentially a thoughtful attitude that is the service and devotion grounded with the good skills, abilities, techniques and procedures accompanied by certain personality. Sagala (2006) argues that basically profession is a specialization of intellectual positions acquired through study and training, aimed at supplying skills through service and guidance to others to get paid or salary. Sagala (2006) explains that the profession is a vocation, in the practice one must first obtain a structured theoretical knowledge by learning in a subject relevant to the profession.

Judging from the scope and functions of professional workers as mentioned above gives the same meaning to educators or teachers. Because the teaching profession have also demanded accountability, that is to be responsible for the success of graduates of an educational program that is not only determined by the program manager, but also

by the community of users. Law of the Republic of Indonesia No. 20 of 2003 article 15 states: "Vocational education is secondary education that prepares students primarily to work in a particular field". Furthermore, Aljufri B.S (1998) says, "Vocational education is education that connects, match, train people to have the habit of working to be able to enter and thrive in the workplace (industry) so that they can improve their lives ". Briefly he said vocational education is to match students with the workplace.

In fact, it is undeniable that the goals of vocational high schools have not been achieved as expected. In Lima Puluh Kota District, the number of vocational high schools from year to year continues to grow, as evidenced by the increasing number of state vocational schools in the District. However, the desires of students to enroll the schools are mostly not based on their talent or interest, but because they could not pass into senior high schools or a favorite-desired school, and went along with friends. To anticipate the problem above, the teachers and other educational components have to be professionals. Mulyasa (2007) points out to become a professional, a teacher is required to have a minimum of five things: 1) has commitment on the learner and the learning process, 2) masters in depth material/subjects they teach and how to teach it to the students, 3) is responsible for monitoring the study of students through various means of evaluation, 4) is able to think systematically about what he/she does and learns from experience, 5) should be part of a learning community within the profession.

Professionalism in carrying out this task is generally influenced by two things: the inside and outside factors of the teachers themselves. The outside factors are such as the behaviors of the higher-positioned ones who act like a boss and claim that they were the most intelligent and know everything, the uncondusive working environment which makes teachers feel uncomfortable at school, inadequate facilities and infrastructures, welfare that is still far from expectations and etc. Meanwhile, the inside factors of the teachers themselves are influenced by the competence, commitment and seriousness in carrying out the tasks that are still low. As a result, attention to thier professionalism will decrease and in turn will greatly affect the quality of learning at schools.

In performing its duties as a professional, teachers are required to have the competences namely: 1) the pedagogic competence is the ability to manage student learning which includes the understanding of the students, the design and

implementation of learning, evaluation of learning outcomes, and the development of students to actualize their potentials; 2) personal competence is the ability of personality which is steady, stable, mature, wise and authoritative, being a role model for the students, and has a good morality; 3) professional competence is the ability of mastering learning materials widely and deeply that enables them to guide students to meet the standard competence which has been set by national education standards; 4) social competence is the ability of a teacher as a part of society to communicate and interact effectively with students, other teachers, educational actors, students' parents and society.

Vocational High School 1 Guguak Lima Puluh Kota District as one of the vocational schools that prepares students/learners, mainly to work in a particular field, is required to produce graduates as expected by the workplace. This means that the school serves as a bridge for students towards the workplace. Parents send their children to a vocational school in hopes after graduation they can work and help ease the economic burden of the family. From the initial observations of teacher performance, it was found that most of them lack of professionalism in carrying out the task. It can be seen from the obsolete or irrelevant knowledge of the teachers with the developments of technology. There are teachers who carry out their duties just to fulfill their responsibility, who do not master the competency, who are often late, and who have already come, but delay the time to enter the classroom, who do not have teaching programs in teaching, and who have not implemented the learning evaluation objectively and sustainably. Teachers in state vocational high schools in Lima Puluh Kota District as one of the sub-systems in schools are also not immune from the conditions as described above.

Another thing that is essential and is thought to influence the teachers' performance is the implementation of supervision. The school principal in charge at the school should carry out their duties as principal in accordance with their duties and functions. They are as leaders, as managers, as educators, as administrators, as entrepreneurs, as creators of work climate, as supervisors. Nevertheless, in reality, these tasks have not been carried out properly. From the observation of the principal's performance, it was found that the vocational school leaders have not been carrying out

their duties and functions as supervisors. Their policies are mostly just regular routine work, and less engaged in activities oriented to improving the teaching and the improvement of learning process.

School principals would rather take care of the affairs of administration and bureaucracy, while the task of supervision that is useful to promote and develop the teaching is still not fully implemented. Other findings related to the functioning of the principal as a supervisor as expressed by Bafadal (2006) based on a survey of 60 principals are as follow: 1) supervision tend to be administrative, 2) supervision is more directed to the format than the content made, 3) The meetings of supervision "sabtuan" tends to be a coordinative and instructive meeting, 4) principals are reluctant to supervise teachers in the classes. The phenomenon that occurs shows the function of the principal which is not optimal yet and the low performance of teachers. From the findings of the pre observations, the researcher intends to try to investigate the cause. In some observations and interviews with teachers and some of the heads of department, there were two things that were closely related to the performance of teachers; professional competence of teachers and the implementation of supervision. Therefore, the researcher wanted to examine this topic.

METHOD

Based on the background above, this study used a descriptive qualitative approach because this type can describe and explain a phenomenon. The selection of information here with a purposive sampling technique was to determine the criteria of research informants, with the data collection techniques using observation, interview and documentation techniques. Techniques for checking data were by using a data triangulation. The analysis of the data used the data analysis of Miles and Huberman. This study employed quantitative methods with correlational research type to look at the strength of the relationship between the professional competence of teachers and the implementation of supervision. The dependent variable was the performance of teachers. The population of this research was all state vocational high school teachers in Lima Puluh Kota District that actively taught in the semester from July to December 2011 with the total of 97 people. The research sample was taken by using stratified proportional random sampling technique

with 95 people. The data collection was done in a way to meet the research subject directly. The data analysis was processed using the technique of correlation and regression with SPSS version 20.

RESULTS AND DISCUSSION

The first hypothesis tested in this study was professional competence contributing to the performance of teachers. The correlation coefficient between the performance of professional competence of teachers was 0.645, $p < 0,000$. Based on the result of this calculation, it can be explained that the professional competence contributed to teachers' performance, and the relationship was positive with the coefficient of determination of 0.416. The results of the data analysis of this study indicated that professional competence accounted for 41.6% toward teachers' performance. This means that the performance of teachers is interpreted through professional competence. The results of this study is supported by the theory advanced by Sahartian (1990) which states that individual's performance lies in the professional competence and motivation to carry out a job.

The results of descriptive analysis illustrate that the indicators of teachers' professional competence which are considered as good categories is mastering educational foundation, managing learning materials, developing standard competency and the basic potential is included into the fair category. Based on the results of a questionnaire from the obtained information, it was found that the principals gave less appreciation to teachers upon the success of teachers in the learning and the teachers gave less results than expected. The results of this study are supported by the theory advanced by Sahartian (2007) which suggests an individual's performance lies in the professional ability and motivation to carry out a job.

The second hypothesis tested in this study was the implementation of supervision contributing to the performance of teachers. The correlation coefficient between the implementation of the supervision of the teachers' performance is equal to $= 0.359$, $p < 0,000$. Based on the results of this calculation, it can be explained that the implementation of the supervision correlated significantly to the performance of

teachers, and the relationship form is positive with the coefficient of determination of 12.9% on teachers' performance. The relationship form of the implementation of supervision (X2) on Teacher Performance (Y), whether predictive or not, it was therefore conducted a simple regression analysis. From the results of analysis, it was obtained regression equation $\hat{Y}=120,691+0,314X_2$. Then, the significance and linearity of this equation with F test through Anova Regression.

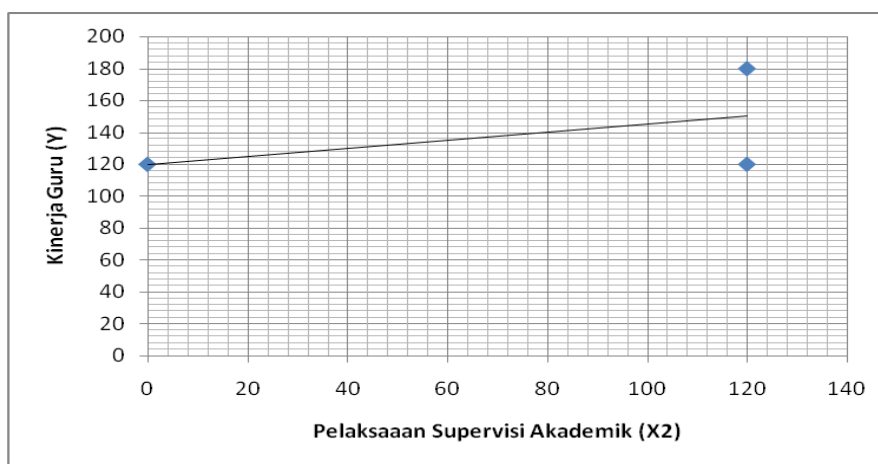


Figure 1. Regression line of equation X2 to Y

The implementation of supervision contributed to teachers' performance. Basically, improving the quality of education through the standardization and professionalization which is being done these days requires an understanding of the various parties toward the changes occurring in the various components of the education system. In this case, the implementation of supervision can push the performance of teachers by showing a sense of friendship, close and full consideration for teachers, both as individuals and as a group. School instrumental behavior is oriented tasks and directly clarified as the role and duties of teachers. The third hypothesis tested in this study was that the professional competence and the implementation of supervision jointly contributed to the performance of teachers. The double correlation coefficient of professional competence and implementation of supervision jointly with the variable performance of teachers (R_{2y12}) is approximately 0.359 with $p = 0.000 < \alpha = 0.05$ and a coefficient of determination (R^2_{y12}) of 0.129.

The relationship form of the implementation of supervision (X2) on teachers' performance (Y), whether predictive or not, based on the results of data analysis, regression equation was obtained as $\hat{Y}=39,194+0,566X_1+0,212X_2$. The significance of this equation was then tested with F test through Anova Regression. Thus, it can be stated that the professional competence and the implementation of supervision together contributed significantly toward the teachers' performance. The results of descriptive analysis illustrate that the indicators of supervision aspects included in good category was only one, namely the implementation of the assessment of teachers' performance. Then, aspects included in fair category were monitoring, referrals, guidance, encouragement and assistance.

The findings were similar with the initial estimations based on observations of the survey which said that teachers' performance was still low because the research results show that the level of achievement of the five indicators including fairly good category from the aspects of learning planning, implementation of learning, learning outcome assessment, student counseling and training and implementation of additional tasks. The most influential indicators are student counseling and training in performing the tasks in classroom, the lack of teachers' understanding toward students' conditions, less motivation from teacher to increase the students' awareness to study without any forcement, the less sincerity of teachers to do tasks given. The most dominant ones which made the teachers' performance low were student guidance in classroom. The teachers' performance should be improved well.

CONCLUSION

Based on the analysis above, it can be summed up as follows: 1) professional competence contributed to state vocational high school teachers' performance in Lima Puluh Kota District with the contribution of 41.6%. 2) The implementation of supervision contributed to the teachers' performance in Lima Puluh Kota District the amount of 12.9%. Thus, the implementation of supervision gave a significant contribution to the teachers' performance. This means that the higher the implementation of supervision is, the better the teachers' performance in carrying out

their duties will be, and vice versa, 3) Professional competence and the implementation of supervision jointly contributed to teachers' performance of 47.3%.,

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